

## Paris Elementary

32 East Belvue Road  
Taylors, South Carolina 29687

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	552 Students	
<b>Principal</b>	Sue Anne W. Link	864-355-4260
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Charles J. Saylor	864-268-3128

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	34	12	0	1

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Good	Unsatisfactory	No
<b>2006</b>	Good	Unsatisfactory	Yes

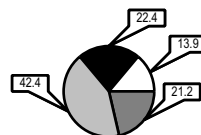
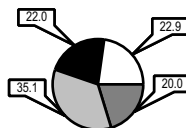
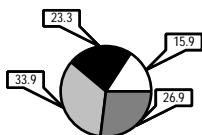
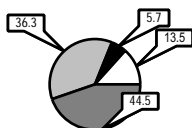
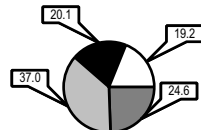
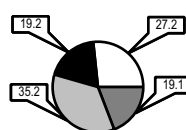
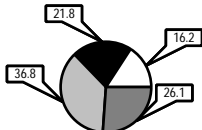
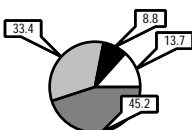
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	256	99.6	13.5	36.3	44.5	5.7	61.2	Yes	Yes
<b>Gender</b>									
Male	140	99.3	16.7	40.9	38.6	3.8	52.3	N/A	N/A
Female	116	100.0	9.7	31.0	51.3	8.0	71.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	207	100.0	10.3	34.5	48.3	6.9	66.0	Yes	Yes
African American	30	96.7	29.6	40.7	29.6	0.0	44.4	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	25.0	58.3	16.7	0.0	25.0	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	200	99.5	4.7	38.7	50.3	6.3	69.1	N/A	N/A
Disabled	56	100.0	44.4	27.8	24.1	3.7	33.3	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	99.6	13.5	36.3	44.5	5.7	61.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	15	100.0	27.3	63.6	9.1	0.0	18.2	I/S	I/S
Non-Limited English Proficient	241	99.6	12.8	35.0	46.2	6.0	63.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	77	98.7	22.1	50.0	27.9	0.0	47.1	Yes	Yes
Full-pay meals	179	100.0	10.2	31.1	50.8	7.9	66.7	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	256	99.6	15.9	33.9	26.9	23.3	63.7	Yes	Yes
<b>Gender</b>									
Male	140	99.3	17.4	32.6	25.0	25.0	63.6	N/A	N/A
Female	116	100.0	14.2	35.4	29.2	21.2	63.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	207	100.0	11.8	31.5	31.0	25.6	69.0	Yes	Yes
African American	30	96.7	33.3	48.1	7.4	11.1	37.0	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	41.7	41.7	8.3	8.3	33.3	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	200	99.5	8.4	34.0	30.9	26.7	71.2	N/A	N/A
Disabled	56	100.0	42.6	33.3	13.0	11.1	37.0	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	99.6	15.9	33.9	26.9	23.3	63.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	15	100.0	45.5	36.4	9.1	9.1	27.3	I/S	I/S
Non-Limited English Proficient	241	99.6	14.5	33.8	27.8	23.9	65.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	77	98.7	30.9	45.6	16.2	7.4	38.2	Yes	Yes
Full-pay meals	179	100.0	10.2	29.4	31.1	29.4	73.4	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	256	99.2	22.5	35.2	20.1	22.1	42.2
<b>Gender</b>							
Male	140	98.6	25.2	32.1	19.1	23.7	42.7
Female	116	100.0	19.5	38.9	21.2	20.4	41.6
<b>Racial/Ethnic Group</b>							
White	207	99.5	18.3	35.1	21.3	25.2	46.5
African American	30	96.7	44.4	33.3	18.5	3.7	22.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	50.0	33.3	8.3	8.3	16.7
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	200	99.5	14.7	36.6	22.0	26.7	48.7
Disabled	56	98.2	50.9	30.2	13.2	5.7	18.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	99.2	22.5	35.2	20.1	22.1	42.2
<b>English Proficiency</b>							
Limited English Proficient	15	100.0	45.5	36.4	9.1	9.1	18.2
Non-Limited English Proficient	241	99.2	21.5	35.2	20.6	22.7	43.3
<b>Socio-Economic Status</b>							
Subsidized meals	77	98.7	44.1	32.4	14.7	8.8	23.5
Full-pay meals	179	99.4	14.2	36.4	22.2	27.3	49.4

<b>Social Studies</b>							
All Students	256	99.2	13.5	42.6	21.3	22.5	43.9
<b>Gender</b>							
Male	140	98.6	15.3	42.7	16.8	25.2	42.0
Female	116	100.0	11.5	42.5	26.5	19.5	46.0
<b>Racial/Ethnic Group</b>							
White	207	99.5	11.9	39.1	23.8	25.2	49.0
African American	30	96.7	18.5	66.7	7.4	7.4	14.8
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	33.3	41.7	16.7	8.3	25.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	200	99.5	7.9	44.0	22.0	26.2	48.2
Disabled	56	98.2	34.0	37.7	18.9	9.4	28.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	99.2	13.5	42.6	21.3	22.5	43.9
<b>English Proficiency</b>							
Limited English Proficient	15	100.0	36.4	45.5	9.1	9.1	18.2
Non-Limited English Proficient	241	99.2	12.4	42.5	21.9	23.2	45.1
<b>Socio-Economic Status</b>							
Subsidized meals	77	98.7	23.5	54.4	16.2	5.9	22.1
Full-pay meals	179	99.4	9.7	38.1	23.3	29.0	52.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	93	100.0	9.0	20.2	62.9	7.9	70.8
	4	84	100.0	17.7	35.4	45.6	1.3	46.8
	5	95	100.0	9.9	57.1	31.9	1.1	33.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	76	100.0	6.7	26.7	53.3	13.3	66.7
	4	93	100.0	11.4	35.2	48.9	4.5	53.4
	5	87	98.9	22.0	46.3	31.7	0.0	31.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	93	100.0	9.0	42.7	34.8	13.5	48.3
	4	84	100.0	7.6	41.8	32.9	17.7	50.6
	5	95	100.0	12.1	54.9	17.6	15.4	33.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	76	100.0	10.7	41.3	34.7	13.3	48.0
	4	93	100.0	14.8	25.0	27.3	33.0	60.2
	5	87	98.9	22.0	36.6	19.5	22.0	41.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	93	98.9	21.6	40.9	29.5	8.0	37.5
	4	84	100.0	20.3	34.2	25.3	20.3	45.6
	5	95	100.0	29.7	41.8	14.3	14.3	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	76	100.0	25.3	44.0	25.3	5.3	30.7
	4	93	100.0	19.3	23.9	22.7	34.1	56.8
	5	87	97.7	23.5	39.5	12.3	24.7	37.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	93	98.9	8.0	28.4	30.7	33.0	63.6
	4	84	100.0	10.1	49.4	24.1	16.5	40.5
	5	95	99.0	19.8	47.3	20.9	12.1	33.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	76	100.0	6.7	37.3	33.3	22.7	56.0
	4	93	100.0	12.5	44.3	23.9	19.3	43.2
	5	87	97.7	21.0	45.7	7.4	25.9	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 552)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 95.3%	100.0%	100.0%
Retention rate	3.8%	Up from 1.8%	1.9%	2.8%
Attendance rate	97.0%	Up from 96.2%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	21.0%	Down from 22.7%	18.7%	10.4%
On academic plans	24.0%	N/AV	25.5%	33.6%
On academic probation	11.6%	N/AV	1.5%	1.0%
With disabilities other than speech	11.8%	Down from 13.6%	6.3%	7.5%
Older than usual for grade	0.0%	Down from 0.2%	0.3%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Up from 0.5%	0.0%	0.0%
<b>Teachers (n= 34)</b>				
Teachers with advanced degrees	50.0%	Down from 51.5%	56.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 3.4%	0.0%	0.0%
Teachers returning from previous year	91.6%	Up from 90.1%	89.6%	87.3%
Teacher attendance rate	95.5%	Down from 95.8%	95.0%	94.9%
Average teacher salary	\$44,966	Up 3.2%	\$44,027	\$42,485
Prof. development days/teacher	12.6 days	Up from 11.5 days	11.6 days	13.3 days
<b>School</b>				
Principal's years at school	13.0	Up from 12.0	4.3	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 21.9 to 1	20.1 to 1	18.6 to 1
Prime instructional time	90.9%	No change	90.4%	89.7%
Dollars spent per pupil*	\$5,379	Up 16.2%	\$5,930	\$6,557
Percent of expenditures for teacher salaries*	63.8%	Down from 69.8%	66.2%	64.0%
Percent of expenditures for instruction*	67.5%		71.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Paris Elementary, a Red Carpet School, is truly a unique educational setting. Nestled at the base of Paris Mountain, the school is rich with tradition and history. Students moved into the new school facility in January 2004. Paris continues to maintain close ties to the history of the area, including the grounds of Camp Sevier, a World War I training ground. The school remains a focal point of the community.

Out of This World for 180 Days was our yearlong theme. Students and parents were welcomed back to school by astronauts and a space shuttle. Students spent the year traveling the world in search of Sir Percival. Each week new clues greeted the students as they arrived at the lunchroom. Winning classes displayed the global trophy for a week. PTA continued their support of the Accelerated Reader program with the return of the AR Bazaars for lower grades and AR Celebrations for the upper grades.

All academic programs at the school are student-centered and researched to ensure the best possible education for our students. Our reading and language arts programs are based on Pat Cunningham's 4-Blocks method. We use this in conjunction with our Accelerated Reader program to help serve the individual needs of our children. Our math program employs a hands-on approach with many classes using the Calendar Math program. We enhance the math curriculum by using the Math Superstars program to promote creative and higher order thinking to solve word problems. Our teachers use hands-on science kits and project teaching in Social Studies. The faculty is well trained to provide an exciting combination, by integrating all subjects of standards-based thematic units. Over 60% of our faculty possesses Master's degrees or higher, 2 teachers are National Board Certified, 5 have been Top-Ten district Teachers of the Year and one was named the Distinguished Reading Teacher of the Year for the district. Our teachers serve their students with a wealth of knowledge and a passion for education across all grade levels.

The success of Paris Elementary is heightened by support from a variety of groups, including: AmeriCorps, Piedmont Park Fire Department, Hands-On Greenville, and the PTA. Our PTA continues to contribute an enormous amount of time and financial resources to a number of programs in the school that benefit all students. Volunteers deliver SEEDS reading lessons to classrooms, tutor students, assist teachers, and help with the maintenance and beautification of the school through a number of ongoing projects.

All Paris staff has been trained to begin the implementation of the ITI (Implementing Thematic Instruction) model for the new school year. The program focuses on establishing core values, implementing school-wide procedures and creating thematic units for instruction. The goals and ideals from this program have sparked renewed focus and energy from all faculty and staff as we look towards continuing to build on the traditions and excellence that have always defined Paris Elementary.

Sue Anne W. Link, Principal  
Sharon Foster, SIC Chair  
Bob Grant, Assistant Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	37	79	47
Percent satisfied with learning environment	100.0%	85.9%	87.2%
Percent satisfied with social and physical environment	100.0%	87.0%	91.5%
Percent satisfied with school-home relations	97.3%	91.1%	93.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.